

## Utah CCGP Guidance Activities Action Plan and Results (Large Group) 2006-2007

### Abstract:

We wanted to see what effect the TLC lesson on Gender Stereotyping was having on 7<sup>th</sup> grade students. We found that attitudes toward gender as related to careers were different three months after the lesson was presented. Students seemed to have moderated the importance of gender in career selection.

### Vernal Middle School Uintah School District

As part of the TLC program counselors teach some of the Career Development Activities. We decided to see if student attitudes are being influenced by the lesson on Stereotyping.

This activity falls under the following domains in the Utah CGP Desired Student Outcomes:

#### Life/Career Development

- A. Students will become aware of self in relation to the world of work.
  - Develop self –knowledge
  - Understand self in the world of work

#### Personal /Social Development

- A. Students will develop skills to understand and appreciate themselves and others.
  - Acquire self-knowledge

The activity will consist of teaching the Career Development Activity #11: Moving Beyond Stereotypes to all the 7<sup>th</sup> grade students in the school through the TLC classes.

To evaluate the effectiveness of the activity students will answer a questionnaire about their views on gender and stereotyping in the workplace prior to the activity. The same questionnaire will be administered three months after the activity to the same classes to see if student view are the same or different.

Results:

	<u>Before Lesson</u>						<u>After Lesson(3 months)</u>					
	Girls		Boys				Girls		Boys			
	Yes	No	Yes	No			Yes	No	Yes	No		
1. Are there certain jobs which are more for men than for women?	52%	48%	59%	41%			38%	62%	44%	56%		
2. If your Sister wanted to be a welder would that be okay?	83%	17%	73%	27%			88%	12%	82%	18%		
3a. If you are a guy would you ever consider staying home and tending the kids and doing the house work while your wife earned the money for the family?			34%	66%					38%	62%		
3b. If you are a girl would you ever consider earning the money for the family while your husband stayed home tending the kids and doing the house work?	64%	36%					79%	21%				
4. Do girls make good airplane pilots?	93%	7%	82%	18%			93%	7%	71%	29%		
5. Do boys Make good secretaries?	71%	29%	61%	39%			71%	29%	71%	29%		
6. Do girls make good scientists?	98%	2%	89%	11%			90%	10%	82%	18%		
7. Do boys make good cooks?	88%	12%	84%	16%			93%	7%	85%	15%		
8. If both jobs paid the same and you had to pick one of them which of the following jobs would you pick?	Nurse	Doctor	Either one	Nurse	Doctor	Either one	Nurse	Doctor	Either one	Nurse	Doctor	Either one
	48%	19%	33%	9%	68%	23%	55%	19%	26%	3%	62%	35%

### Implications:

The results generally showed that attitudes toward categorizing careers by gender were less pronounced after the lesson than they were before. However, it seems that a great amount of time needs to be spent working with students to eliminate gender stereotypes. Perhaps by the time a student graduates from high school enough time will have been put into this effort that students will not be limited by gender typing as they finalize their career goals. The other point that stood out in the results was that boys tend to see greater distinctions based on gender than do girls.

## Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007\*

Submit the Large Group "Guidance Activities" report electronically to [tom.sachse@schools.utah.gov](mailto:tom.sachse@schools.utah.gov) by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: Vernal Junior High

District: Uintah County School District

Counselor	Target Group	Curriculum and Materials Used	Start Date/ End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Peggy Tolman	8 <sup>th</sup> and 9 <sup>th</sup> Grade At Risk Population	Daily Planner Core Text Books Strong Teens	Start Date:: 08/23/2006  End Date: 05/25/2007	351	See attached data	51% improved their attendance for the year 06/07	Students developed habits for success in school. Their attendance improved 51% and grades improved. 59%. Our program for students who are failing 2 or more classes is working.

Kent Bunderson  
Principal's Signature

June 1, 2007  
Date

\*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

## Utah CCGP Closing the Gap Action Plan (Small Group) 2006-2007

### Abstract:

We are trying to reduce the number of students with failing grades. Last year we found that individual meetings seemed more effective than small groups so we tracked failing students we worked with individually to see if our interventions continued to be helpful. We saw a small increase in GPA from 1<sup>st</sup> semester to 2nd semester.

### Uintah School District ---Vernal Middle School

One of the School Improvement Team goals has been to reduce the number of kids receiving failing grades. The Vernal Middle School counselors' contribution to this goal is to identify failing students and work with them to improve their academic performance. Failing students can be identified through academic progress reports from the SIS database and parental or teacher referrals. The counselors should be able to identify and work with about 75 students during the school year.

The planned activities fall under the Following domains in the Utah CGP Desired Student Outcomes:

#### Academic/Learning Development

A. Students will acquire the attitudes knowledge, and skills that contribute to effective learning in school and across the life span.

Improve academic self concept

Acquire skills for improving learning

Achieve school success

#### Personal/Social Development

A. Students will develop the skills to understand and appreciate themselves and others.

Acquire Self Knowledge

B. Students will identify and utilize processes to set and achieve goals, make decisions and solve problems.

Develop skills for goal setting

Develop skills for decision-making

The following activities constitute the planned interventions:

Weekly meetings with each student to review their grades, encourage positive behaviors, review progress, and help develop planning and organizational skills. (These meetings will be held when needed as determined individually by the counselor and the student. This could result in meeting more or less often.)

Involve parents

Involve teachers

To evaluate the effectiveness of the intervention the GPA history of each student will be tracked each semester. At the end of the school year the GPA 2<sup>nd</sup> semester will be compared with 1<sup>st</sup> semester to see if there has been any change in academic performance.

The targeted students will also be compared to the whole student group to see if the changes, if there are any, follow a similar or different pattern.

#### Results:

77 students were included in the target group after subtracting several students who did not complete the year at Vernal Middle School.

The targeted students' average GPAs are as follows:

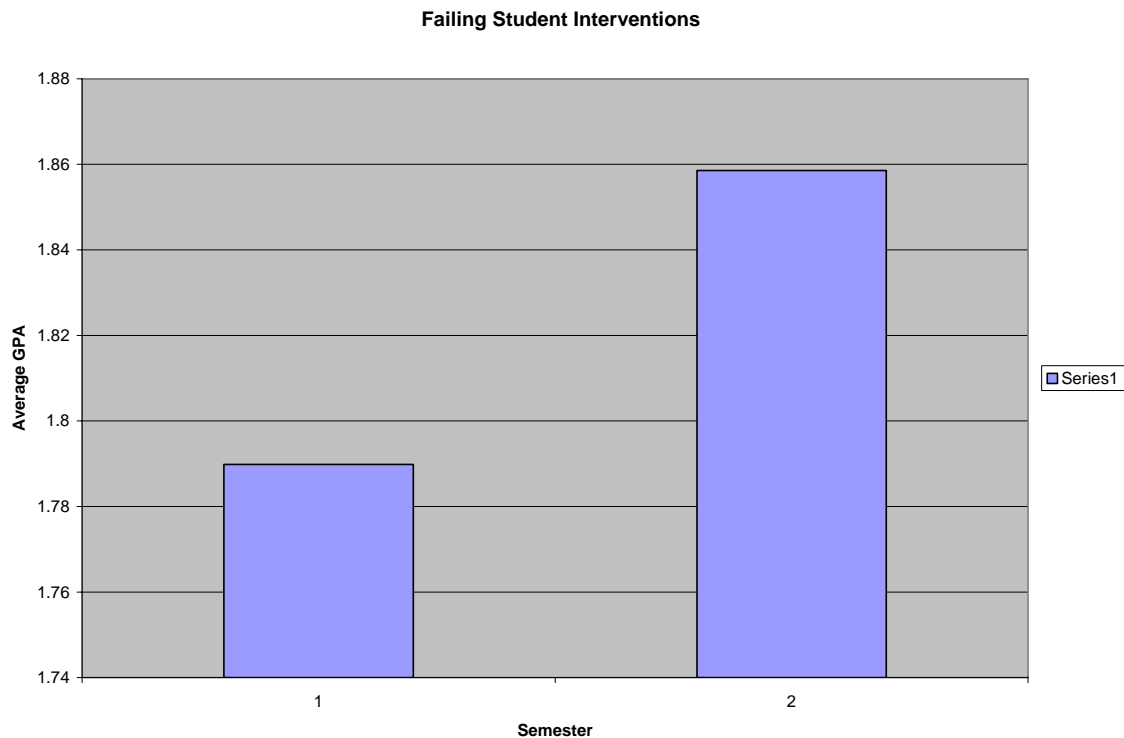
Semester 1---1.78

Semester 2---1.86

The increase in GPA from Semester 1 to semester 2 was 4.5%

#### Implications:

The interventions seemed to be helpful to some of the targeted students.



## Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007\*

Submit the Small Group “Closing the Gap” report electronically to [tom.sachse@schools.utah.gov](mailto:tom.sachse@schools.utah.gov) by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer’s name, and an abstract of the study.

School: \_\_\_\_Vernal Jr. High School\_\_\_\_\_ District: \_\_Uintah School District

Counselor	Target Group	Curriculum and Materials	Start Date/ End Date	Process Data Number of Students Affected	Perception Data Pre and post test competency attainment or student data	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data	Implications What does the data tell you? What can the student do with this now?
Hollis Dixon	9 <sup>th</sup> graders – Particularly those struggling academically	SEOP folders; Choices/bridges Internet site; Pathways	March 26 – April 27	352	<p>Pre-test given on 8 concepts of the purpose of and contents in SEOP folder; university concurrent enrollment; existence of and how to access Choices/bridges; existence and purpose of the Pathways program.</p> <p>Total 8 questions Same post test given at end of presentation.</p> <p>Pre-test 2.9 out of 8 correct. Post-test 6.8 out of 8 Correct.</p>	There was no visible change in behavior or any related achievement data. However, there was a 100% increase in counseling sessions about concurrent enrollment and Pathways. Many students already knew about choices/bridges and how to access it through a careers class. Students have found this site to be particularly helpful.	Students are not always aware of the possibilities that exist in their education. Review of the SEOP folder and the other information gives the students a good feel of where they are at, where they need to go, where they can go, and how to get there. I was surprised at how many of the students knew how to use choices/bridges and were using it in education and career decisions. However, the students who used it most are those who are strong academically. I need to help struggling students understand and have a vision of potentialities and how to get there.

\_\_\_\_\_  
Principal’s Signature

\_\_\_\_\_  
Date

\*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*.

# Vernal Junior High

## Student Intervention (AR) Program Total Data

2001-2002

2002-2003

2003-2004

2004-2005

2005-2006

2006-2007

Membership Criteria: (1) Failing grade in 2 or more classes the previous term grading period;  
(2) At least 75% attendance the previous grading period;  
(3) or direct placement by administrator or counselor.

			% of students improved	Less than 75%	% of students	% of students	% of students	% of students	% of students	% of students	% of students
Students Referred	Students Enrolled	Faculty Advisors	Progress Made %	Poor Attendance	Previous SpEd	Referred to SpEd	qualified for SpEd	parents refused	Moved	in AR expelled	qualify ESL
1(01)200	48	5	75	21	31	2	2	2	0	0	0
2(01)122	45	4	58	16	29	9	2	11	9	2	0
3(02)38	35	5	63	20	0	11	0	14	3	0	0
1(02)62	43	6	63	14	23	0	0	14	1	0	7
2(02)62	62	6	66	18	11	2	17	5	0	5	5
3(03)66	66	4	56	34	19	0	0	11	1	5	5
1(03)168	78	2	44	19	8	3	0	18	22	0	31
2(03) 123	72	2	75	29	8	0	0	0	1	0	19
3(04) 143	113	3.5	64	14	28	3	2	0	9	2	15
1(04) 103	61	2.5	80	39	5	0	0	2	9	2	15
2(04) 121	78	2.5	47	38	6	2	2	0	6	2	10
3(05)83	68	2.5	57	18	8	3	1	0	9	1	10
1(05)	67	2.5	70	22	3	1	0	1	1	1	4
2(05)	106	2.5	58	21	6	3	0	1	6	1	6
3(06)	88	2.5	53	11	6	1	1	2	5	2	6
1(06)	105	1.5	36	40	0	1	1	4	6	6	1
2(07)	127	2.5	28	31	5	0	0	3	4	4	3
3/4(07)	119	2.5	77	6	5	3	3	2	12	0	3

\*\*Marking period (school year)

% of total AR kids

51% average improved attendance for year 06/07

% = percent of total students enrolled

## A+ Program

Enrolled	Credit Earned
3(04) 28	51%
2(04)22	47%
3(05)23	60%

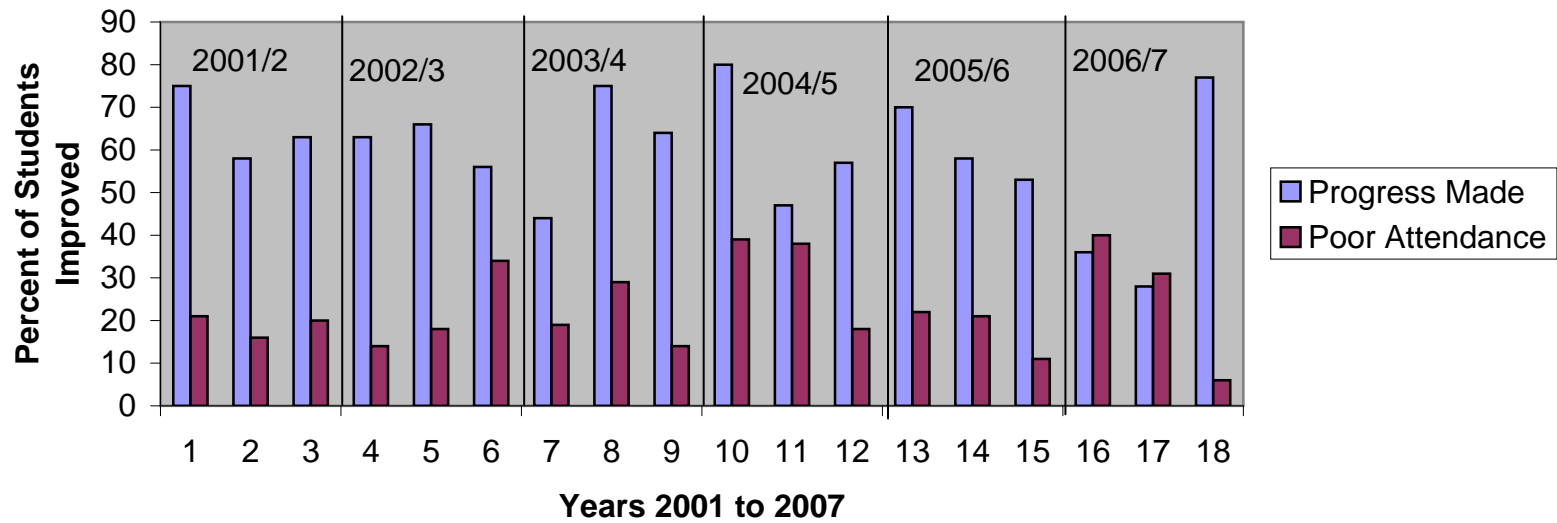
A+ is a credit remediation program through computer courses.

1(05)26	64%
2(05)	82%
3 (06) 16	81%

06/07 see attached page....

81% earned credit 06/07

## At-Risk Programs



## A+ Students Credit Earned

